



**South Carolina College- and Career-Ready
Standards and Indicators for
Grade 3**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action..

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past and present learning in order to monitor and guide inquiry.
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.

- 3.6 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine the theme by recalling key details that support the theme.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- a.1 Use text evidence to:
a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
b. explain the influence of cultural and historical context on characters, setting, and plot development.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Use paragraph-level context to determine the meaning of words and phrases.
10.2 Determine the meaning of a word when an affix is added to a base word.
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.1 Explain the differences between first and third person points of view.
11.2 Compare and contrast the reader's point of view to that of the narrator or a character.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.

3.6 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Summarize multi-paragraph texts using key details to support the central idea.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast diverse texts on the same topic, idea, or concept.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

8.1 Explain how the author uses words and phrases to inform, explain, or describe.

8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use paragraph-level context to determine the meaning of words and phrases.

9.2 Determine the meaning of a word when an affix is added to a base word.

9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 State the author's purpose; distinguish one's own perspective from that of the author.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.

11.2 Describe the structures an author uses to support specific points.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

12.1 Engage in whole and small group reading with purpose and understanding.

12.2 Read independently for sustained periods of time.

12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write opinion pieces that:

- introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
- use information from multiple print and multimedia sources;
- organize supporting reasons logically;
- use transitional words or phrases to connect opinions and reasons;
- develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- use paraphrasing and original language to avoid plagiarism; and
- provide a concluding statement or section.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- introduce a topic and group related information together;
- use information from multiple print and multimedia sources;
- include illustrations to aid comprehension;

- develop the topic with facts, definitions, and details;
- develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- use paraphrasing and original language to avoid plagiarism;
- use transition words and phrases to connect ideas within categories of information;
- develop a style and tone authentic to the purpose; and
- provide a concluding statement or section.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- establish a situation and introduce a narrator and/or characters;
- organize an event sequence that unfolds naturally;
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
- develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- use temporal words and phrases to signal event order;
- use imagery, precise words, and sensory details to develop characters and convey experiences and events; and
- provide a sense of closure.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.1 When writing:

- show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;
- form and use regular and irregular plural nouns; use abstract nouns;
- form and use regular and irregular verbs;
- form and use the simple verb tenses;
- ensure subject-verb and pronoun-antecedent agreement;
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;

- g. form and use prepositional phrases;
- h. use coordinating and subordinating conjunctions; and produce simple, compound, and complex sentences.

Standard 5: Demonstrate command of the conventions of standard

English form and use the progressive verb tenses;

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.

5.2 Use:

- a. apostrophes to form contractions and singular and plural possessives;
- b. quotation marks to mark direct speech; and
- c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.

5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.

5.4 Use spelling patterns and generalizations.

5.5 Consult print and multimedia sources to check and correct spellings.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks:

- a. over short and extended time frames;
- b. for a range of domain-specific tasks;
- c. for a variety of purposes and audiences; and
- d. by adjusting the writing process for the task, increasing the length and complexity.

6.4 Demonstrate effective keyboarding skills.

6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas

to explore, learn, enjoy, argue, and exchange information.

- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Explore and create meaning through conversation and interaction with peers and adults.
- 1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.
- 1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.
- 2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
- 2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.

- 3.1 Compare how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

- 5.1 Set a purpose and integrate craft techniques to create presentations.
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.